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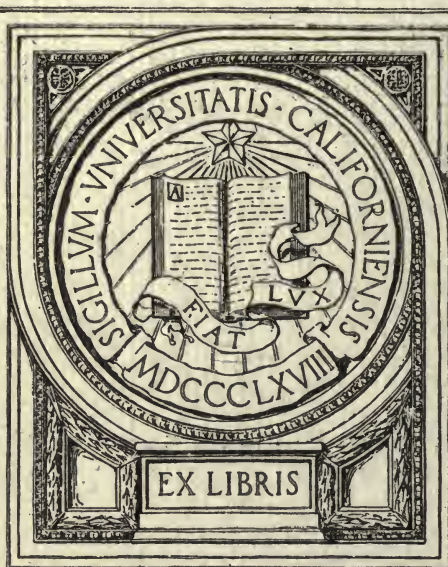
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Creating a Broader Interest in Drama in a Boston Evening Center

## THE SOCIAL CENTERS OF 1912-13

By Clarence Arthur Perry

The facts set forth herein were gathered by means of a post-card questionnaire sent to 788 superintendents of schools. The returns, when checked off with the data furnished by our clipping service and other reports, were found to represent practically all of the cities which had definite undertakings of a social center character.

Of the results secured, those which may be compared with the figures published for the previous season are as follows:

	1911-12	1912-13
Cities reporting <i>some</i> paid workers.....	44	*71
Cities in which Board of Education provided heat, light and janitor service....	72	*126
Expenditures reported.....	\$139,535	*\$324,575

It will be observed that while the number of cities reporting paid workers has not quite doubled, the amount of the expenditures reported is nearly two and a half times as great as it was in 1911-12. That is, in places where the movement has got started its rate of growth is higher than the rate at which it spreads to

\* In order to make these figures more justly comparable cities reporting only one line of activity (see page 3) have been excluded in this table.



new localities. Its actual results are more effective in getting public support than the words of its most enthusiastic champions.

The seventy-one \*cities which reported some paid workers in carrying on evening activities other than those of the regular night school were as follows:

Cities with  
paid workers

#### California

Los Angeles  
Santa Rosa

#### Colorado

Denver  
Pueblo

#### Connecticut

Stamford  
Waterbury

#### Illinois

Chicago  
Evanston, Dist. 76  
Oak Park  
Ottawa  
Rockford

#### Indiana

Crawfordsville  
Gary  
Mishawaka

#### Iowa

Burlington  
Des Moines  
Sioux City

#### Kansas

Leavenworth

#### Kentucky

Louisville

#### Louisiana

New Orleans

#### Maryland

Baltimore

#### Massachusetts

Boston  
Cambridge  
Chicopee  
Dedham  
Gardner  
Malden  
Natick  
Winchester  
Worcester

#### Michigan

Detroit  
Grand Rapids  
Kalamazoo  
Pontiac

#### Minnesota

Minneapolis  
Red Wing  
St. Paul

#### New Jersey

Bloomfield  
East Orange  
Elizabeth  
Englewood  
Jersey City  
Montclair  
New Brunswick  
Passaic  
Paterson  
Trenton

#### New York

Buffalo  
Geneva  
New York  
Niagara Falls  
Rochester  
Saugerties  
Schenectady  
Watertown

#### North Dakota

Grand Forks

#### Ohio

Canton  
Cincinnati  
Columbus  
Hamilton  
Youngstown

#### Pennsylvania

Philadelphia  
Pittsburgh  
Reading

#### Rhode Island

Newport

#### West Virginia

Wheeling

#### Wisconsin

Kenosha  
Milwaukee  
Oshkosh  
Superior  
West Allis

New  
information

In the hope of obtaining more information than we were able to publish last year regarding the kinds of activities being carried on in social centers, the first question in our inquiry was devoted to this subject. Nine lines of activities were submitted and the superintendents were asked to enter in the appropriate spaces the number of schools engaged in each. Because of the labor involved, information was not requested as to the number of times a week such schools were open for the activities with which they were credited.

The lines of evening activities, not a part of night-school work

\* The cities included in the above list reported at least two lines of activities (see classification on following page). The following also reported paid workers, but only one line of work: Bridgeport and Middletown, Conn.; Kokomo, Ind.; Methuen, Mass.; Winona, Minn.; Lincoln, Neb.

or limited to pupils, which were reported, together with the total number of buildings in which they were carried on, are as follows:

	Schools	Lines of activity
1 Public lectures and entertainments (not school exercises) . . .	981	
2 Adult clubs, societies or associations (not solely teachers) meeting in school rooms . . .	706	
3 Open meetings for the adult discussion of local problems . . .	496	
4 Athletics, calisthenics, indoor active games or folk dancing	474	
5 Club work among young people . . .	369	
6 Reading or quiet-games room . . .	198	
7 Social dancing for old or young . . .	190	
8 Singing classes, orchestras, or other musical organizations not limited to pupils . . .	174	
9 Handicraft or domestic-science classes not a part of evening-school work . . .	153	



How Boston Evening Centers Attract Girls

These results show the kinds of evening privileges which were afforded in 207 cities last winter. They tell nothing as to the amount of each activity in any of the buildings included in these totals. How many, for example, of the 474 buildings reporting athletics had them only twice during the entire season and how many offered this privilege four times a week is not known.

The total number of workers engaged in carrying on the above activities cannot be stated. Some cities said "many," several gave a number that was obviously too large, while others gave no figure at all. The paid workers reported by the cities listed on page 2 totaled 1927. A conservative *estimate*, based upon such evidence as the returns afforded, would place the number of volunteer workers at 1500. So that, in the 207 cities reporting

The staff of workers



The Detroit Corporation Counsel Inspiring an Interest in Civic Affairs

activities, it may be conjectured that there were over 3000 persons engaged in conducting them.

The board of education furnished the heat and light in 167 of the 172 cities which reported on this point, and in 142 of these the janitor service also was provided by the board.

Political  
Use

Balloting during elections was held in 529 schoolhouses, and 259 buildings were used for registering voters.

Political meetings or rallies to the number of 481 took place in school edifices.

Miscellaneous  
occasions

Motion picture entertainments were given in school buildings on 626 occasions.

The exhibits held in school buildings numbered 302, of which 175 were devoted to art and manual training subjects, 76 were held in the interest of physical welfare, and the remainder were of a miscellaneous character.

To the question as to how many buildings were, by their patrons, called "social centers," "recreation centers," etc., 89 cities replied, reporting on 330 buildings. The following table shows the number of schools designated under the various names:



Title	No. of schools
Social Centers.....	181
Recreation Centers.....	89
Civic Centers.....	25
Social and Recreation Centers.....	17
Social and Civic Centers.....	7
Evening Centers.....	4
School Centers.....	4
Community Centers.....	3
Total.....	330

It might be thought that the total number of buildings shown in the last table represented the number of school centers in the United States during the season of 1912-13. Unfortunately this total cannot be given such significance. One of the cities whose "10 social centers" were included in this number reported, under the head of activities, that the buildings were used only for public meetings, lectures and entertainments, twice a month. Another city's card showed 4 schoolhouses affording athletic, reading-room and public discussion privileges and 2 having club work, social dancing, singing classes and adult societies, all the buildings being open five nights a week, and yet it reported no social centers. Between these two extremes there were many other cases exhibiting similar disparities in the amount of use and the manner of applying the name "social" or "recreation" center.

The number of social centers not known

The reason



A New York School Providing an Evening Environment

Current usage varies so greatly that neither of these names can be taken as an index of amount, or even kinds, of activity. This report, therefore, does not show the number of the social centers last season in the United States.

Defining a  
social center

Before an enumeration of social centers can be made, two things will have to be provided: (1) A definition of them that will serve as a criterion, and (2) data corresponding to the terms of the definition. But a standard center cannot be set up arbitrarily. A definition that would serve as a measuring unit must be based upon achievements rather than ideals. Consequently the data will have to be obtained first.

In attempting to forecast what facts would be needed in formulating a norm two categories, at least, may be safely put forward: (1) the kinds of activities, and (2) their frequency of occurrence. The necessity of the first is obvious and the second becomes equally clear when it is seen what incongruities would result without it. If frequency were not regarded, the city just mentioned which reported "10 social centers" open twice a month would appear in the same class with a municipality maintaining activities six nights a week—a manifest injustice. The very word "center," in this connection, implies activity that not only takes place regularly but also frequently.

A record  
of evening  
use needed

If a daily record were kept in each schoolhouse of all the occasions occurring after 6 p.m., information would soon be available upon which a social center definition could be based. Many buildings enjoy a miscellaneous use which probably totals larger than the school authorities suspect, while others commonly regarded as having a high degree of utilization are, in reality, comparatively little used. Until more extensive and detailed records are kept the school officials themselves will not be in a position to determine what degree of wider use has been attained in their school plants. Such information, properly tabulated and interpreted, would form interesting material for the superintendent's report and give the community a better idea of the social dividends they were receiving from their school investments.

Looking  
beyond the  
figures

But statistics alone, no matter how accurate and definite they become, will never indicate more than the material aspects of social center activity. To convey their richer significance, they will always require the coöperation of the imagination. Ten



bare-kneed lads, catapulting and ricocheting between basketball hoops, while tenscore more of cheering, exulting, cat-calling humans look on; two dozen bloomed misses stepping and swaying with the beat of a mellow folk rhythm—such scenes as these represent an amount of human happiness that is not revealed by an inventory of the buildings in which they are occurring. One group of struggling musicians converted into an orchestra through the opportunity to meet in a kindergarten plus two Lithuanian cooking clubs learning American ways equal a sum that is beyond ordinary arithmetic.



The Fortnightly Musical Club Entertaining a Cleveland Neighborhood

When neighbors meet on their own common premises and talk over frankly the service they are getting from their public servants there is a quickening of the civic pulse. But it is not expressed by the sum of the buildings in which these meetings take place.

Centers of individual growth and refinement, of civism and social integration, that is what these places are, and no system of numerals can ever be devised that will convey an adequate notion of the vitalizing influences which radiate from them. We can count them and classify their activities, but the results, if they are to "get over" their real meaning, must arouse pictures of living things in the reader's mind.

# How to Start Social Centers

(No. Rec.125)

By Clarence Arthur Perry

A pamphlet treating in detailed manner the various problems connected with the initiation of social center work in a community. The different stages of development are fully discussed, as shown by the following

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### ACTIVITIES POSSIBLE IN THE ORDINARY SCHOOL BUILDING

In the classroom—Kindergarten and basement—Assembly hall and gymnasium—Programs—Information about indoor games.

### BEGINNINGS OF PERMANENT SOCIAL CENTERS

Actual working arrangements between boards and associations.

### ADAPTING THE SCHOOL BUILDING

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### WHAT A SUPERINTENDENT OF SCHOOLS CAN DO TO DEVELOP SOCIAL CENTERS WITHOUT AN APPROPRIATION

A guiding principle—Liberal regulations—Getting outside bodies to use the building—Labor unions—Discussion of community problems—Political meetings—Stimulating artistic culture—Organizing public lectures and entertainments—Expanding the regular school activities—Getting recreation leaders—The time and energy.

### APPENDICES

- A. A Successful Campaign for a Model School Building.
- B. Essential Provisions of the New York State Social Center Law.
- C. Bulletin of Neighborhood Activities, Evanston, Ill.

39 PAGES

PRICE, 10 CENTS

DEPARTMENT OF RECREATION  
RUSSELL SAGE FOUNDATION

130 East 22nd Street, New York City

Gaylord Bros.  
Makers  
Syracuse, N. Y.  
PAT. JAN. 21, 1908

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